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News Summary

Articles on inside pages

Texas Tech University (above), once called a campus "seething with rest," is now the scene of bitter conflict over a controversial document on tenure. Story on Page 19.

A large cache of newly discovered papers relating to Herman Melville has shed light on the author of *Moby-Dick*, but has proved less of a treasure trove than scholars hoped it would be. Story on Page 7.

The inventors of the BASIC computer language last week unveiled a new version for microcomputers, called True BASIC. Story on Page 16.

A prestigious panel of scientists has recommended against further fragmentation of the National Institutes of Health. Story on Page 17.

A federal judge ruled that CBS-TV may televise Saturday's football game between Southern California and Notre Dame. Story on Page 23.

Water polo, a sport that has been dominated by universities in California, is making a big splash in the East and Midwest. Story on Page 26.

A controversial survey showing that black workers in South Africa oppose the withdrawal of foreign investments has drawn criticism of its reliability. Story on Page 29.

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'MORE WORK, LESS GLORY'

Presidents Say They're Spending More Time Away from Campuses

By JEAN EVANGELAUF

College and university presidents are spending more and more time away from their campuses raising money and defending their institutions to a skeptical public. They're not happy about that, but they believe their efforts are paying off, according to a *Chronicle* survey.

Most of the presidents in the survey said the financial condition of their institutions would improve over the next five years. The heads of private colleges and universities, however, were more optimistic than their colleagues at public institutions.

The nature of the presidency has changed in recent years, according to 63 per cent of the people surveyed.

"My work has moved toward the outside world," one president said in the "comment" section of the survey form.

"More pressure, more work, less glory" was the way another president described the job.

Said another, "For some of us, it's almost like a new world. New clientele, new programs to meet new needs, new techniques, new competition, new Washington philosophy."

"We are moving at this college from the old-style president in residence almost all the time," wrote one, "to a modern mixture of presidential demands on and off campus."

When describing their responsibilities, many presidents used the word "external":

► "The pressures from external agencies have increased tremendously in the last few years."

► "More demanding publics to serve; tighter, far more cumbersome external controls."

► "Much more external political pressure and intrusion."

► "Must be both an internal and external president to be effective."

More than two-thirds of the presidents surveyed said that during the 1983-84 academic year, fund-raising had demanded

Continued on Page 15, Column 1

U.S. Funds Sought for Older Students and Part-Timers

By DONNA ENGELGAU

WASHINGTON

College representatives say they hope to persuade the 99th Congress to tailor student-aid programs to provide more federal assistance for part-time and nontraditional college students.

Such students are expected to make up the fastest-growing segment of the undergraduate population in the coming decade, but at present they receive little financial help.

"Part-time students are becoming an increasingly important part of the postsecondary student population," said Scott E. Miller, a senior research associate at the American Council on Education. But he and other education experts said that part-time and nontraditional students—a group generally considered to include women 25

Continued on Page 18, Column 1

Reaffirm Drive for Integration, Colleges Urged

Zeal for open access slipping, even disappearing, Healy says

By SCOTT HELLER

DENVER

Colleges must reassert their commitment to full integration of their student bodies and faculties to prevent continuing declines in the enrollment of students from minority groups, academic leaders warned here last week.

"The integration of our colleges and graduate schools is slowing," said the Rev. Timothy S. Healy, president of Georgetown University, at a joint meeting of the American Council on Education and the National Association of State Universities and Land-Grant Colleges.

"All of us acknowledge the ideal of integration, but our zeal for keeping access open and for working at the integration of faculties has slipped," Father Healy said. "In some institutions it has disappeared."

'Renewed Commitment' Called For

Citing studies indicating that the presence of students from minority groups in higher education is diminishing, Father Healy urged college presidents to lead the way in keeping integration a key part of the education agenda.

Father Healy presented his remarks a day after the education council's board passed a special resolution urging "renewed commitment to achieving equity" on the part of colleges and universities.

Several sessions at the meeting here

Continued on Page 15, Column 1

Growth Is Explosive in Corporations' Gifts of Equipment

By PAUL DESRUISSEAUX

Until 1982, gifts of company products accounted for such a small portion of U.S. corporations' charitable contributions to colleges and universities that the Council for Financial Aid to Education didn't keep track of them in any special way.

In the past three years, however, such gifts have become a significant component of corporate charitable contributions, totaling more than $100-million annually and accounting for more than 10 per cent of what companies give to colleges.

"There's been an explosion in gifts of inventory," said Hayden W. Smith, senior vice-president of the Council for Financial Aid to Education. "It just blew up from nowhere."

While computer manufacturers dominate this type of giving, the makers of other products also contribute gifts-in-kind.

"We make 52,000 different products, and what we give often depends on what an institution requests," said Gene Steele, manager of contribution programs at the Minnesota Mining & Manufacturing Company. Last year—an unusually good one for contributions, according to Mr. Steele—3M gave $13.9-million worth of its products to 430 educational institutions.

Most of the companies that have given substantially of equipment and products in recent years have traditions of charitable contributions.

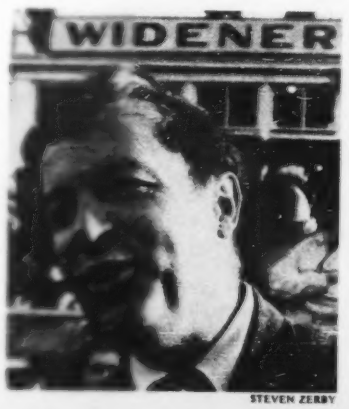
But the principal reason for the dramatic rise in gifts of products and equipment is a change in the tax code, passed in 1981, that allows companies to take an "enhanced" tax deduction for gifts of new equipment and products to colleges and universities for scientific research or training. Under the formula for taking such a deduction, it

Continued on Page 11, Column 1

Small University, Big Football Team

President Robert J. Bruce, right, can be seen at all of Widener University's home football games. His team has had the best record in the National Collegiate Athletic Association over the past decade. But "students come first"—as they should, he says, in N.C.A.A.'s Division III.

For details, see the Athletics section, which begins on Page 23.



STEVEN ZERBY

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CHRONICLE SURVEY

College Presidents' Views on Trends and Issues on Their Campuses

Recent Trends

	Public institutions				Private institutions				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
Academic condition									
Gaining ground	82%	67%	60%	71%	88%	85%	76%	79%	75%
Little or no change	18%	26%	38%	26%	12%	15%	24%	21%	23%
Losing ground	0%	7%	2%	3%	0%	0%	1%	1%	2%
Financial condition									
Gaining ground	45%	44%	31%	41%	84%	70%	79%	77%	61%
Little or no change	22%	26%	24%	23%	12%	25%	16%	18%	21%
Losing ground	33%	31%	44%	36%	4%	5%	6%	5%	19%
Student services									
Gaining ground	38%	55%	42%	46%	76%	66%	65%	68%	58%
Little or no change	62%	42%	53%	51%	24%	32%	35%	32%	41%
Losing ground	0%	4%	4%	3%	0%	2%	0%	1%	2%

5-Year Forecasts

	Public institutions				Private institutions				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
Academic condition									
Will gain ground	86%	73%	71%	77%	92%	83%	82%	82%	80%
Little or no change	12%	22%	24%	19%	8%	15%	15%	15%	17%
Will lose ground	2%	4%	4%	3%	0%	0%	3%	2%	3%
Financial condition									
Will gain ground	55%	36%	44%	46%	88%	71%	80%	77%	63%
Little or no change	31%	47%	31%	37%	12%	27%	16%	19%	27%
Will lose ground	14%	16%	24%	18%	0%	0%	4%	3%	10%
Student services									
Will gain ground	54%	47%	55%	53%	88%	71%	67%	70%	62%
Little or no change	44%	49%	39%	43%	8%	24%	31%	28%	35%
Will lose ground	2%	4%	7%	4%	4%	2%	2%	2%	3%

Change in Level of Support, 1983-84

	Public institutions				Private institutions				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
Alumni									
Increased	86%	75%	16%	60%	72%	83%	83%	80%	71%
Not changed	14%	24%	67%	34%	24%	15%	12%	17%	25%
Decreased	0%	2%	4%	2%	0	3%	5%	3%	3%
Donors									
Increased	50%	78%	51%	73%	80%	88%	77%	79%	77%
Not changed	10%	20%	38%	22%	16%	13%	21%	19%	20%
Decreased	0%	2%	2%	2%	0%	0%	3%	2%	2%
Federal government									
Increased	20%	13%	9%	14%	28%	13%	5%	11%	12%
Not changed	53%	59%	60%	58%	52%	40%	48%	46%	51%
Decreased	28%	24%	31%	28%	16	45%	44%	40%	34%
Local community									
Increased	55%	54%	42%	50%	50%	60%	55%	54%	53%
Not changed	45%	44%	53%	48%	46%	40%	41%	41%	44%
Decreased	0%	2%	4%	2%	4%	0%	4%	3%	3%
Public at large									
Increased	63%	58%	36%	52%	56%	60%	53%	55%	54%
Not changed	35%	42%	55%	44%	32%	38%	43%	40%	42%
Decreased	2%	0%	9%	4%	4%	3%	2%	2%	3%
State government									
Increased	57%	57%	44%	54%	33%	23%	21%	24%	38%
Not changed	33%	26%	38%	31%	50%	60%	54%	55%	44%
Decreased	10%	17%	18%	15%	8	15%	18%	18%	16%

Critical Areas at Institution

	Public institutions				Private institutions				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
Affirmative action									
Extremely critical	10%	24%	4%	14%	8%	2%	1%	2%	7%
Critical / Not urgent	53%	36%	31%	40%	28%	15%	10%	13%	26%
Important	37%	40%	58%	44%	60%	76%	72%	71%	59%
Financial support									
Extremely critical	53%	44%	38%	46%	12%	27%	36%	30%	37%
Critical / Not urgent	35%	44%	49%	42%	48%	46%	43%	44%	43%
Important	12%	13%	13%	12%	40%	27%	22%	26%	20%
Intercollegiate sports									
Extremely critical	8%	11%	0%	7%	0%	5%	1%	2%	4%
Critical / Not urgent	24%	19%	21%	21%	8%	28%	21%	19%	20%
Important	68%	60%	41%	57%	80%	58%	68%	67%	62%
Maintaining academic quality									
Extremely critical	24%	24%	13%	22%	16%	17%	8%	11%	16%
Critical / Not urgent	57%	51%	49%	51%	36%	37%	34%	34%	42%
Important	20%	26%	38%	27%	48%	46%	58%	55%	42%
Physical-plant facilities									
Extremely critical	22%	15%	36%	24%	4%	20%	15%	14%	18%
Critical / Not urgent	31%	29%	27%	29%	40%	32%	28%	31%	30%
Important	47%	56%	36%	46%	56%	49%	57%	56%	51%
Research support									
Extremely critical	24%	7%	0%	11%	16%	5%	2%	5%	8%
Critical / Not urgent	47%	28%	27%	35%	48%	20%	8%	17%	25%
Important	29%	59%	44%	44%	36%	45%	44%	42%	43%
Student aid									
Extremely critical	16%	11%	4%	11%	24%	32%	35%	34%	23%
Critical / Not urgent	47%	38%	33%	40%	44%	39%	43%	41%	41%
Important	37%	51%	58%	47%	32%	29%	21%	24%	35%
Student recruitment									
Extremely critical	20%	36%	27%	29%	20%	32%	48%	42%	36%
Critical / Not urgent	24%	31%	53%	35%	44%	37%	32%	33%	34%
Important	56%	33%	20%	37%	36%	32%	21%	25%	30%

Demands on President's Attention

	Public institutions				Private institutions				
	Doctoral	Comprehensive*	2-year	All	Doctoral	Comprehensive*	Liberal-arts	All†	All institutions†
Academic affairs									
More demanding	31%	35%	29%	32%	28%	39%	31%	31%	32%
Normal demand	67%	57%	62%	61%	56%	59%	59%	59%	60%
Less demanding	2%	7%	9%	7%	16%	0%	8%	8%	7%
Alumni activities									
More demanding	35%	47%	11%	32%	12%	20%	31%	25%	28%
Normal demand	59%	46%	56%	53%	76%	73%	59%	65%	60%
Less demanding	6%	6%	9%	7%	12%	5%	7%	7%	7%
College-staff relations									
More demanding	18%	27%	47%	29%	16%	42%	35%	33%	31%
Normal demand	77%	67%	51%	66%	76%	51%	58%	59%	63%
Less demanding	6%	4%	2%	4%	8%	5%	5%	5%	5%
Community affairs									
More demanding	33%	51%	53%	47%	33%	37%	36%	35%	41%
Normal demand	59%	44%	42%	47%	67%	56%	51%	54%	51%
Less demanding	8%	4%	4%	5%	0%	5%	10%	8%	7%
Federal relations									
More demanding	12%	9%	7%	10%	20%	20%	11%	17%	13%
Normal demand	59%	56%	69%	61%	56%	40%	54%	49%	55%
Less demanding	26%	31%	22%	26%	24%	35%	25%	27%	26%
Financial affairs									
More demanding	62%	54%	77%	63%	32%	50%	53%	50%	56%
Normal demand	36%	43%	23%	35%	60%	45%	43%	45%	40%
Less demanding	2%	4%	0%	2%	8%	3%	1%	3%	2%
Fund-raising									
More demanding	80%	67%	60%	70%	56%	71%	69%	67%	68%
Normal demand	16%	28%	33%	25%	36%	27%	24%	27%	26%
Less demanding	4%	4%	2%	3%	8%	0%	4%	3%	3%
Intercollegiate sports									
More demanding	53%	33%	5%	32%	28%	12%	18%	18%	25%
Normal demand	37%	55%	39%	44%	52%	59%	54%	53%	49%
Less demanding	10%	7%	18%	11%	12%	17%	18%	18%	15%
State-government relations									
More demanding	71%	49%	71%	64%	16%	28%	21%	22%	41%
Normal demand	29%	40%	27%	32%	64%	50%	48%	51%	42%
Less demanding	0%	9%	2%	4%	16%	18%	20%	18%	12%
Student relations									
More demanding	6%	18%	9%	12%	8%	10%	14%	13%	12%
Normal demand	86%	73%	80%	79%	80%	78%	73%	74%	76%
Less demanding	8%	7%	11%	9%	12%	10%	10%	11%	10%

* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.
† Includes private 2-year institutions.
Note: Survey results are based on a stratified random sample of 338 college and university presidents. Percentages may not add to 100 because of rounding and because the "Don't know / not applicable" responses are omitted.

Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

College Presidents Say They're Spending More Time Away from Campuses

Continued from Page 1

more time and effort than ever. "Even more emphasis on fund-raising" was a sentiment echoed by many.

One president noted a "higher premium placed on fund-raising, friend-raising, and high-level management."

The time devoted to fund-raising appeared to be well spent, according to the survey results. About three-quarters of the presidents said that support from donors had risen during the last academic year, and 71 per cent said alumni support had increased.

Nearly two-thirds of the presidents of public institutions said that relations with their state governments had demanded more attention than usual, and 54 per cent of them said that state support had gone up.

One president said he had experienced a "steady increase in role of state leader and persuader with respect to support for education. No longer enough to lobby legislature and governor on a yearly basis."

Another wrote that "for public institutions, more work with the private sector is required."

Too Much Time Off Campus

Many presidents complained that they had spent too much time off the campus—"being accountable" and "justifying our existence," as two of them put it.

Another wrote, " 'Selling' the institution has become the first priority—to legislators, taxpayers, students, alumni, the community."

According to another president, "Increased involvement with external agencies precludes attentiveness to campus concerns."

One major worry, especially at private colleges and universities, is student recruitment. About 42 per cent of the presidents of those institutions called the enrollment issue extremely critical.

The presidents were fairly satisfied about the state of academic affairs. Sixty per cent said academic issues had not required greater than usual attention in 1983-84, and only 16 per cent thought that maintaining academic quality had been an extremely critical issue at their institution. However, eight in ten expected an improvement in academic affairs over the next five years.

Most Pressing Problems Listed

In a survey of 216 presidents of public four-year institutions that was released last week at the annual meeting of the National Association of State Universities and Land-Grant Colleges, the presidents said the state legislature, the governor, the state board of education, the state budget office, and professional and regional accrediting agencies have the most influence on their decision making.

In that survey, which was conducted by Clifton R. Wharton, Jr., chancellor of the State University of New York, the presidents said their most pressing problems were lack of money, obsolete equipment, poorly prepared freshmen, and low faculty salaries.

More than half of the presidents in the *Chronicle* survey said financial affairs had demanded more of their attention in 1983-84. The emphasis on fund-raising and the challenge of "doing more with less" has transformed their jobs, some wrote. "More of a manager; less of a scholar," was the way one president put it.

"The C.E.O. must assume a definitively managerial position in addition to that of creative leadership in academics," wrote one.

Another wrote that the president "must be a better manager of better managers."

Several presidents said they had become more involved in what one termed "the nuts and bolts of the operation." Several mentioned that detailed, long-range planning occupied more of their time.

Many presidents commented that their workloads were heavier than ever. "The volume of demands on my time seem to increase annually," one wrote. Among the other comments:

"We dropped from 5 V.P.'s to 2. My work load is horrendous!"

"The job of C.E.O. is becoming much more difficult, a no-win situation."

"More frustrations—less satisfaction."

"As enrollment decreases, budgetary pressures increase; much more time is required to do backfilling than ever before."

One president wrote that the job "has moved more and more in the direction of 'crisis management' at the expense of long-term management."

Litigation Is a Growing Burden

A number of the presidents said they were spending increasing amounts of time on litigation and faculty and student grievances.

Some of the survey respondents said that an environment of tighter resources and more demanding constituents required an entrepreneurial president—"a clever entrepreneurial business leader," as one president phrased it.

Others believed that the competing demands had made the job more bureaucratic, and felt that there were fewer opportunities for leadership. One described the presidential role as "more a coordinator of shared leadership."

Another noted, "Much more time spent in being 'accountable.' Less time for imaginative leadership. Paperwork can overwhelm one."

Optimism at Private Colleges

Although a majority of the presidents surveyed expect improvements in their institutions' student services, academic program, and finances, the heads of private colleges and universities were generally more optimistic than their public counterparts.

Over a third of the presidents on public campuses reported that their institutions were losing ground financially, and 18 per cent expected a loss over the next five years.

At private institutions, only 5 per cent of the presidents said that financial conditions were worsening, and just 3 per cent anticipated a loss in the future.

The presidents of public two-year colleges were the hardest pressed on financial issues, according to the survey responses. Over three-quarters of them reported that money issues were more demanding than usual, and 44 per cent said their institutions were losing ground financially. Community-college presidents reported the smallest increases in support from alumni, the local community, and the public.

The issue of maintaining academic quality was of greatest concern to presidents of public four-year colleges and universities, with nearly a quarter of them indicating that it was an extremely critical matter last year. A larger percentage of presidents at those institutions than at others said that alumni activities and intercollegiate athletics were more demanding than usual.

Presidents of private liberal-arts colleges reported that student aid and student recruitment were their most serious concerns. Nearly half of them said enrollment had been an extremely critical issue last year, and 35 per cent said that about student aid.

Forty per cent of presidents at private institutions and 28 per cent of those at public institutions reported that federal support had dropped last year.

Private-college presidents were more confident about improving student services, with 70 per cent expecting gains in that area. At public institutions, 53 per cent of the presidents expected gains in student services.

Public Institutions Highly Rated

In the Wharton survey, two-thirds of the presidents rated the performance of public higher education excellent or very good. They said their institutions' strengths were in undergraduate and graduate education, and gave lower marks to their public-service and continuing-education programs.

The *Chronicle* survey results are based on the responses of a stratified random sample of 338 college and university presidents. Their length of service in their current presidencies was as follows: serving first year, 12 per cent; two to five years, 38 per cent; six to ten years, 29 per cent; over ten years, 21 per cent.

The ages of the respondents were as follows: under 45, 15 per cent; 45 to 54, 45 per cent; 55 to 64, 35 per cent; 65 and older, 5 per cent.

The survey was conducted for *The Chronicle* by John Minter Associates, a research company in Boulder, Colo.

Colleges and Universities Urged to Reaffirm their Commitment to Racial Integration

Continued from Page 1

were dominated by discussion of the minority-access issue. Some conferees expressed fear that the problem was being overlooked in the "bandwagon" of interest in improving the quality of higher-education institutions.

Father Healy, in fact, shifted the emphasis in a scheduled talk on the debate between public and private institutions to what he called "one of the major unfinished pieces of business that lies before all of American higher education."

He cited "grim figures" showing that the proportion of blacks enrolled in graduate school has declined over the past five years—from more than 6 per cent to 4.2 per cent—with figures for Hispanics staying stable at roughly 2.5 per cent. For both groups, he said, more than three-fourths of the Ph.D.'s awarded are in education and the social sciences.

The key task, he said, is to increase the number of minority-group members in faculty and leadership roles. "Unless we can place an appropriate percentage of black and Hispanic faculty members on all our faculties and in all our departments," Rev. Healy said, "we will never make higher education a salable product to minority students."

Recruitment of candidates into graduate schools now is crucial to achieving that goal, he added. He proposed that federal agencies, foundations, corporations, and universities work to establish 2,000 new minority fellowships per year, especially in the social sciences, by 1986.

"Here is where our associations and universities should begin involving black and Hispanic political leaders who in some states and in many cities already have the political power to support the effort," he added, suggesting ties with private business officials for support as well.

Mr. Healy was responding to figures released by the council's Office of Minority Concerns in its third annual status report on minorities in higher education.

Although the report did not analyze new statistics, it concluded that the problems of minority enrollment and retention at all levels of education were escalating.

"I don't think it's an exaggeration to say that the problem is catastrophic," said Reginald Wilson, director of the minority-concerns office. "We're going backwards from where we were, and additional barriers are being built as we speak."

Enrollment Rates Decline

In particular, the report said that:

► While the number of blacks and Hispanics graduating from high school increased from 1975 through 1980, the proportion of those graduates enrolling in college declined over the period.

► Black men have lost ground at every level of earned degrees. While the number of blacks receiving B.A.'s and Ph.D.'s has gone up, the increase is attributable almost entirely to the increasing percentage of black women participating in higher education.

GEORGETOWN UNIVERSITY

Georgetown U.'s Timothy Healy wants 2,000 minority fellowships per year set up by 1986.

► About 60 per cent of the doctoral degrees received by blacks in 1980-81 were awarded by 10 per cent of the universities that offer such degrees. Of 399 universities that awarded doctorates in that period, 211 gave none to blacks. Of the same universities, an even larger number, 269, awarded no degrees to Hispanics.

The report concluded: "The prospect of a population that may be 35 per cent minority by 2020, coupled with the alarming statistics . . . makes it clear that we are headed for a crisis the consequences of which can be devastating to the country's continued prosperity and well-being."

Further complicating the prospects for minority-group students was the "national movement to stiffen entrance requirements, especially at large public systems," said Stephen Adolphus, chief of the Bureau of Higher Education Opportunity Programs for the New York State Education Department.

Minorities' Problems Increased

Mr. Adolphus, who organized several special sessions on entrance requirements and minority access, said the tougher standards would exacerbate the difficulties that minorities already face.

"This is part of a concerted effort to raise the consciousness of this conference as far as issues of equity and access go," he said.

In several states, speakers here said, greater emphasis on test scores, class rank, and required courses would inevitably limit minority representation.

In New Jersey, higher Scholastic Aptitude Test scores and better class rank are required for admission to state universities, according to Rupert A. Jemmott, dean of academic affairs at Essex County College.

By 1985, only students in the top three-fifths of their high-school classes will be accepted, Mr. Jemmott said. By 1987, he said, the standard will be raised so that only students in the top half of their classes will be admitted.

Similar efforts may be found in Texas, Ohio, Florida, and California, among other places, administrators reported.

According to Sarah E. Meléndez, associate director of the Office of Minority Concerns at the American Council of Education, many people still see the drive for excellence as meaning "higher test scores and higher ranking in class, and do not look at potential, at people with potential who did not achieve to their fullest because of their school system or their underpreparation."

"I don't think there has to be a clash between excellence and access," Ms. Meléndez added.

Talk of excellence "is rhetoric that has been used as a code word to exclude rather than include," said J. Herman Blake, president of Tougaloo College.

Mr. Blake, a member of the study group that prepared a recent report for the National Institute of Education on conditions of excellence in higher education, stressed that such efforts should not be misinterpreted and misused to deny access to members of minority groups.

"We should open the doors to a greater number of students. We should take them where they are, and bring them where they ought to be," he said.

Colleges to Ask Congress for U.S. Aid for Older Students and Part-Timers

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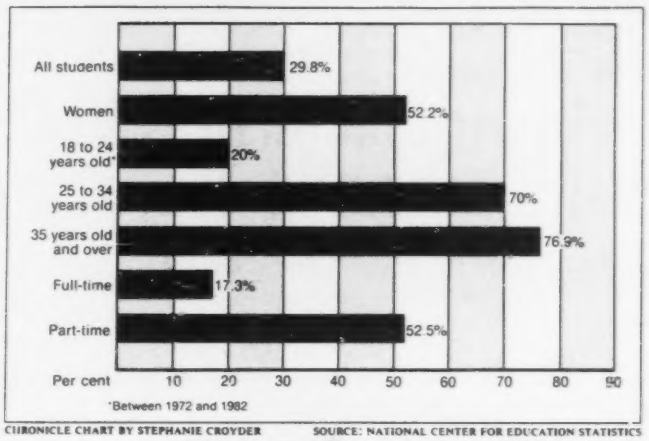
years and older, single parents, and unemployed workers—were largely neglected by existing federal-aid programs.

Most state financial-aid programs also ignore part-time students, although a few states have acted recently to change that.

At Portland State University, for example, the average full-time, needy undergraduate is required to put up $900 toward tuition and other expenses of $5,790 for one academic year. Such a student could then receive a Pell Grant of $1,725; a state grant of $735; a $900 National Direct Student Loan, and $1,530 in College Work-Study money.

A part-time student at the same institution would need about $4,218 for tuition and expenses, officials estimate. But that student would probably be eligible only for a Pell Grant of $863.

As a result, "many students who are part-time go full-time because it's more feasible," said John E. Anderson, director of financial aid at Portland State.



CHRONICLE CHART BY STEPHANIE CROYDER SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

While total college enrollment grew 29.8 per cent from 1973 to 1983, increases were much larger among women, part-time students, and older students.

52 Pct. More Part-Time Students

Nationally, the number of part-time students grew by more than 52 per cent between 1973 and 1983. In the same period, the number of full-time students grew by only 17 per cent, according to the National Center for Education Statistics. Part-timers accounted for 42 per cent of the total student enrollment in the fall of 1983, said Thomas D. Snyder, an N.C.E.S. statistician.

Enrollment of older students has been increasing and is expected to continue to do so at a much faster rate than enrollment of traditional students between 18 and 22 years old, Mr. Snyder said.

When Congress begins its review of the federal student-aid programs next year in preparation for extending the Higher Education Act, "we're going to be working to get some changes in the laws for more favorable treatment of part-time students," said Charles B. Saunders, Jr., vice-president for governmental relations at the American Council on Education.

"There are inequities," he said, adding that his association would probably submit some recommendations early next year.

Frank B. Mensel, vice-president for federal relations at the American Association of Community and Junior Colleges, said that two-year institutions were trying to attract more nontraditional students to counteract enrollment declines. But many of those potential students cannot afford college because of the limited aid available to them, he said.

'Independence' Is a Problem

Another problem they face is that they are usually considered to be "independent" students, meaning that the government expects them to use a larger portion of their income and other resources for college expenses than it expects from parents of dependent students. Independent students can be required to use as much as 100 per cent of their income and assets for college before qualifying for federal aid, while a family cannot be expected to use more than 20 per cent.

The 1980 amendments to the Higher Education Act contained a provision stating that independent students with dependents—generally single parents—should be required to meet the same income standard as families with dependent children in college, but Congress overrode that provision in its 1981 budget resolution. Lawrence N. Gold, director of the City University of New York's Washington office, said college leaders may urge Congress to enact language to insure that the intent of the 1980 amendments is carried out.

In 1980, Congress sought to help part-time students by allowing colleges to give as much as 10 per cent of their Supplemental Educational Opportunity Grants and College Work-Study funds to persons attending school less than half-time.

In 1981-82, Congress appropriated $361.5-million for the supplemental-grants program. Of that, $80,724, or 0.22 per cent of the available funds, was awarded to students attending less than half-time, according to Mr. Miller of the American Council on Education. Part-time students fared better that year under the College Work-Study program, receiving $331,000, or .05 per cent, of the total appropriation of $624-million.

Legislation signed by President Reagan this month should also help part-time students. It raises the maximum Pell Grant to $2,100, or 60 per cent of college costs, whichever is less. The old maximum was $1,900, or 50 per cent of college costs.

Students who attend college half-time or more and are working toward a degree are now eligible for Pell Grants and aid under federal programs administered by campus student-aid officers. They may obtain a Guaranteed Student Loan even if not working toward a degree.

Students who attend school less than half-time and need financial aid are not eligible for Pell Grants, Guaranteed Student Loans, or National Direct Student Loans. They can receive funds from the Supplemental Educational Opportunity Grant program and College Work-Study.

Traditional Students Get Priority

Another barrier to assisting part-time and nontraditional students is that student-aid officers worry mainly about helping traditional college students, that is, people from 18 to 22. Education experts say aid officers generally believe that they do not have enough money to help part-time and nontraditional students, as well.

Some states are beginning to address the financial needs of part-time students. New York and Vermont, for example, have created programs that provide aid specifically to part-time students. Minnesota recently published a policy paper on aid for part-time students that says they "regularly complete their programs of study, earn degrees, and certificates." The report says part-time students are "serious" students and deserve financial assistance.

Colleges Fear Next Education Chief May Not Be as Effective as Bell in Fighting Cuts

Continued from Preceding Page
former superintendent of schools in the District of Columbia, and an Assistant Secretary for elementary and secondary education under Mr. Bell.

► George C. Roche, III, president of Hillsdale College and chairman of the National Council on Educational Research, the policy-making body of the National Institute of Education.

► Lee L. Verstandig, White House assistant for intergovernmental affairs.

Previously mentioned for the job were William J. Bennett, chairman of the National Endowment for the Humanities; Gary L. Jones, Under Secretary of Education; and John R. Silber, president of Boston University. James Holderman, president of the University of South Carolina, was also mentioned last week, but he said he did not want the job.

Sen. Pete V. Domenici, Republican of New Mexico and chairman of the Senate Budget Committee, sent a letter to Mr. Reagan last week asking him to name Mr. Justiz, 36, as the next Secretary. Mr. Justiz has been criticized for awarding a $7.7-million contract to Harvard University to develop a research center on educational technology after a peer-review panel recommended that the award go to Bank Street College.

Sources said Mr. Bell's successor would probably not be announced until after the 99th Congress convenes in January. Congress must confirm Cabinet appointments. Mr. Jones will be the acting Secretary after Mr. Bell leaves on December 31.

Ultra-Conservatives Attack Jones

A number of education representatives said they wanted Mr. Jones to become the next Secretary largely because he is familiar with the federal student-aid programs and has protected them from budget cuts. But they also acknowledged that while Mr. Jones is politically conservative, he has been under attack from ultra-conservatives, in large part because he does not support a "strict and frugal" education budget.

Mr. Bell has sent the department's budget recommendations for fiscal 1986 to the O.M.B. He said they maintained the "status quo" for education spending.

But Mr. Bell's influence over the 1986 budget is likely to be minimal, observers say, predicting that the O.M.B. will have a free hand in its future direction.

"I think it's going to be an O.M.B. budget," said Richard T. Jerue, vice-president for government relations at the American Association of State Colleges and Universities. He added that Mr. Bell's successor would not have been in place long enough to have an impact in the budgeting process.

Budget projections published by the O.M.B. earlier this year said the Administration would seek to reduce "higher-education aid until it is one-third below its peak level."

The document added, "It is difficult to justify continued liberal aid to middle-income students when the fiscal constraints on the federal budget are so severe."

Before he decided to resign, Mr. Bell said that one of his primary goals during a second Reagan Administration would be to protect the budget from further cuts by the O.M.B. He added that its budget levels should be placed alongside those of the Department of Defense.

The 1986 budget will be submitted to Congress early next year.

Washington Notes

President Signs Money Bill for Education, Health

President Reagan has signed legislation that provides funds for health and education programs in fiscal 1985. The appropriations measure, Public Law 98-619, will provide $5.1-billion for the National Institutes of Health and $17.6-billion for the Education Department, including $3.3-billion for Pell Grants and nearly $3.1-billion for Guaranteed Student Loans for fiscal 1985.

Many higher-education groups had been concerned that the President would "pocket veto" the measure, since the spending levels are higher than he had wanted. Although he agreed to sign the bill, some higher-education representatives said last week they expected the President to ask Congress to rescind the appropriations measure and cut 1985 spending on many health and education programs, including student aid.

A pocket veto occurs if, after Congress adjourns for the year, the President does not sign a bill within 10 working days after receiving it.

2 Patent Bills Gain President's Signature

The President has signed into law two measures involving patent protection.

One, Public Law 98-620, would allow colleges and universities to grant licenses for the development of patented inventions produced with federal support, for the full 17-year life of the patent. The other, Public Law 98-622, would forbid the denial of a patent to applicants who have discussed unpublished information with their colleagues.

Supreme Court Won't Hear 2 Higher-Education Cases

The Supreme Court last week said it would not review a lawsuit involving plans to redevelop an area near the campus of the University of Pennsylvania. The university had sought a reversal of a decision by the U.S. Court of Appeals for the Third Circuit, which held that a federal court had the right to issue a ruling on a complex dispute between local business-owners and the university over proposals to redevelop property surrounding the campus. The case is known as *Trustees of the University of Pennsylvania* v. *Sansom Committee* (Case No. 84-232). The Court also refused to review a case concerning West Virginia Northern Community College, referred to as *Crowder* v. *Orr* (Case No. 84-70). By rejecting it for consideration, the Justices upheld a lower court's ruling that college administrators had infringed on the free-speech rights of a librarian at the college.

The West Virginia Supreme Court of Appeals had ruled that administrators had unfairly dismissed the librarian, E. Jean Orr, because she had been outspoken about plans to remodel a campus library.

In Federal Agencies

Accreditation. The Department of Education has published a list of nationally recognized accrediting agencies recommended by the National Advisory Committee on Accreditations and Institutional Eligibility. The public has until December 14 to comment on the list (*Federal Register*, November 14, Pages 45,046-7).

Budget deferrals. The Office of Management and Budget has published a list of the fiscal 1985 budget deferrals for the U.S. Information Agency requested by President Reagan (*Federal Register*, November 9, Pages 44,870-5).

Data collection. The following federal agencies have submitted lists of the data-collection requests they have sent to the Office of Management and Budget for review: Department of Education (*Federal Register*, November 9, Pages 44,792-3), Department of Health and Human Services (*Federal Register*, November 9, Page 44,807), Department of Education (*Federal Register*, November 15, Pages 45,215-6).